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**VALUES AND THE PERSONALITY OF CITIZEN IN THE CONTEXT
OF THE DEVELOPMENT OF THE IDEAS
OF THE «FRANKFURT SCHOOL»**

Abstract: the history of the last decades of the twentieth century shows that we live in a world where citizenship, social significance and self-awareness not only fundamental for the individual, but preserving the independence, social stability and security of the state. A person who claims to be a citizen is distinguished by patriotism, a desire to demonstrate civic courage and dignity and the ability and willingness to defend his or her country. The following article examines the representatives of the «Frankfurt School» who made an invaluable contribution to the creation of the theory and practice of civic and patriotic education.

Keywords: patriotism, citizen, citizenship, the state, personal education, education, culture, values, pedagogy, methodology.

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**ЦЕННОСТИ И ЛИЧНОСТЬ ГРАЖДАНИНА В КОНТЕКСТЕ РАЗВИТИЯ
ИДЕЙ ПРЕДСТАВИТЕЛЕЙ «ФРАНКФУРТСКОЙ ШКОЛЫ»**

Аннотация: история последних десятилетий XX века показывает, что мы живем в мире, где гражданственность, социальная значимость и самосознание не только имеют основополагающее значение для личности, но и обеспечивают независимость, социальную стабильность и безопасность государства. Человека, который называет себя гражданином, отличает патриотизм, желание продемонстрировать гражданское мужество и достоинство, а также

способность и готовность защищать свою страну. В статье идет речь о представителях «Франкфуртской школы», внесших неоценимый вклад в создание теории и практики гражданского и патриотического воспитания.

Ключевые слова: патриотизм, гражданин, гражданственность, государство, воспитание личности, образование, культура, ценности, педагогика, методология.

Traditional pedagogy XX is limited and provides only narrow knowledge in a certain area, imposing limitations on the individual. Civic education, on the other hand, is the basis of a comprehensive cultural and educational experience that must involve all actors who, to varying degrees, influence the formation of the individual.

The theoretical basis for this study is the works of G. Marcuse, M. Horkheimer, T. Adorno, which consider conceptual ideas concerning the problems of patriotism and its formation. In the twentieth century the ideas of «Frankfurt School» penetrated into the educational system and had a great influence on all spheres of human life. Nevertheless, there are a number of contradictions that need to be resolved.

The practical significance of the study is denoted by the fact that these results will help to structure the main methods of civic education and formation of legal culture among citizens. To strengthen democratic values without excluding traditional methods of education and the system of formed moral and ethical norms and skills necessary for life in society.

One of those who focused on the problem of civic education of individuals was the Institute for Social Research, or «Frankfurt School» for short – is a socio-pedagogical movement given to an influential group of scholars from various fields, including culture and sociology. They discussed how best to teach social science by incorporating it into pedagogy. Even if society becomes more aware, according to the Frankfurtians it is necessary to free people from all forms of exploitation.

In the twentieth century, the ideas of the Frankfurt School permeated all spheres of human life and had a huge impact on every sphere [2, p. 2].

In the years between the two world wars, Frankfurt am Main became the centre of intellectual life in Germany, a hub for a number of distinguished scholars representing a diversity of scientific schools that examined the methodological foundations of complex philosophical currents as well as social, political, cultural and economic alliances. This problem led to the emergence of the «Frankfurt School» in the scientific landscape, which was founded in the 1930s at the Institute for Social Research. One of the main objectives of the Institute was to strategically justify the education system in order to reproduce the authoritarian family and obedience to the state.

Civic education should be based on the principles of freedom, democracy, creativity and self-determination. The works of Herbert Marcuse compiles the set of works discussing the subject of citizenship and aspects of upbringing. In his works, the author consistently sets out the results of a long study of society in the mid-twentieth century [3, c. 81].

The external conditions, support for research into anti-Semitism and the consequences of the National Socialist seizure of power were major influences on the development of works that examine the problems of civil society and the formation of a personality that are shaped by the internal state environment. The majority of citizens were brought up in an environment of shattered traditional values and disregard for individuality.

The basic idea held by the Institute's researchers was formed in the tradition of «critical theory». Critical theory is a school of thought that emphasises the study and critique of society and culture by applying knowledge from the social sciences and humanities. Max Horkheimer called theory critical insofar as it seeks to «liberate man from the circumstances that enslave him». However, before M. Horkheimer became director in 1930, few members of the Institute were interested in sociological theory as such. They were primarily interested in economics, politics and psychology as they related to issues of contemporary culture.

The Frankfurt school developed a theory on the importance of the critical thinking skills, which are important for everybody who is living in a so-called democratic society. Unfortunately, most people do not have these skills and are easily led astray by

opportunistic manipulators who use their positions to manipulate and create false realities for them.

Thus, M. Horkheimer and T. Adorno in their work «Dialectics of Enlightenment» point out the problem of mythologization in mass culture and its impact on the formation of personality. The founders of this theory proposed using psychoanalysis and social psychology to demonstrate that all areas of human life are subject to this influence (family, school, church, etc.). How the state treats its citizens is fundamental to the social life of each individual member of society.

Education is no longer just a process of learning, but the endowment of students with all their civic rights and responsibilities from the moment they are born [1, p. 130].

Based on the concept of civic education, which was formed by representatives of the Frankfurt School, the following values can be identified as necessary for the formation of civic qualities in an individual as a holistic subject – a bearer of moral and ethical norms:

- Citizens need to be honest and law-abiding;
- lead an active life, participate in social activities
- The equality of human rights and freedoms, regardless of nationality or religion, must be ensured.

Analyzing G. Marcuse's works, it becomes obvious that in order to create a holistic society, within which people will be close to civic qualities, it is necessary to change the direction of their needs, to stop mindless exploitation of nature and move towards harmony with it; to attach their desires and feelings to high spirituality; to promote early learning among citizens, to expand knowledge and imagination; to abandon repressive civilization and any cooperation with the existing social institutions [4, p. 120].

One of the basic principles of shaping a person's social attitudes is respect for rights, freedoms and basic human values.

G. Marcuse believes that any society is based on the suppression of freedom. In his opinion, it is necessary to create a society of tolerance, equality and mutual understanding with other people. This society should be new in its structure. A key role in

the formation of a new society will be played by civic education, which will represent the highest ideals of freedom, creativity and, above all, universal values: equality and justice.

The importance of civic education should not be limited to the study of history, geography or technical subjects – it can be applied to the application of knowledge acquired after school life and must pass on to the family. This will create the necessary prerequisites for achieving justice in social governance, preserving law and order in society.

Representatives of the Frankfurt School emphasise that the main task of civic education is to educate a person who is aware of rights, freedoms and duties, who is an integral part of society, who is able to exercise these rights, who participates in all matters relating to the realisation of these rights, and who is able to fully exercise his or her rights and duties.

In order to build citizenship among citizens, it is necessary to incorporate democratic values into the new form of development of society. Such a modified curriculum is an important component for preparing, teaching and reinforcing citizenship education, which includes the development of a positive personal attitude towards oneself, others and the law.

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